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ABSTRACT

This document is intended to help teachers prepare students for the "exit exam of essential skills" required by the Student Accountability Standards enacted by the North Carolina State Board of Education. The strategies in this guide are based on two essential premises: following the North Carolina "Standard Course of Study" will help students be successful, and quality instruction will improve student achievement. The North Carolina High School Exit Exam (NCHSEE) focuses on skills across all disciplines. This document is divided into three sections based on the types of items students will encounter on the NCHSEE: scenarios, listening, and embedded error. Strategies include such practices as incorporating authentic tasks, becoming familiar with test structures, identifying main ideas and key words, or note taking. Some strategies may help students on more than one type of item. These instructional strategies are based on sound education practices and are applicable to all areas of the North Carolina Standard Course of Study as well as the NCHSEE. (SLD)

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ED 456 150

Instructional Strategies
English Language Arts

Exit Exam
2001

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Public Schools of North Carolina
State Board of Education
Department of Public Instruction
Instructional Services
English Language Arts

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Exit Exam Instructional Strategies

Introduction

This document is intended to help teachers prepare students for the "exit exam of essential skills" required by the new Student Accountability Standards enacted by the NC State Board of Education.

The strategies included here are based on two essential premises:

1. Following the *NC Standard Course of Study* will help students be successful.
2. Quality instruction will improve student achievement.

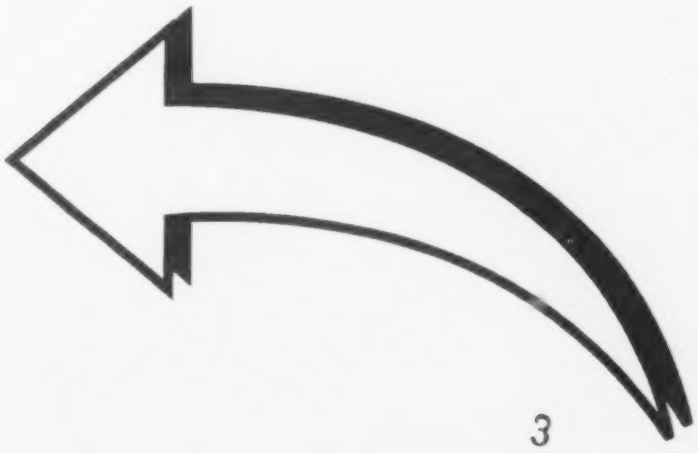
Unlike current End of Grade and End-of-Course tests, the North Carolina High School Exit Exam (NCHSEE) focuses on skills across all disciplines K-12 rather than specific content areas. Students should have the opportunity to practice and refine these skills in all courses.

Although the NCHSEE does not specifically address content knowledge, each course curriculum (*SCS*) complements the assessment through students' acquisition of knowledge and refinement of skills. The *North Carolina High School Exit Exam Matrices* (available online at ncpublicschools.org) illustrate the correlation between NCHSEE competencies and the *NC Standard Course of Study*. That document contains a matrix from each discipline which indicates the course goals and objectives which directly and explicitly support the competencies of the NCHSEE. The course objectives which have been listed with a given competency are not meant to be exclusive; other objectives may very well correlate to a given competency. Teachers are encouraged to extend connections between the NCHSEE competencies and the learning goals within their instructional programs.

Within the NCHSEE, each of the four domains (Communication, Processing Information, Problem Solving, and Using Numbers and Data) addresses an aspect of what students should know and be able to do. While students are assessed only on the competencies of one specific domain at a time on the NCHSEE, good classroom practices will integrate the competencies from the different domains. For example, a classroom activity might ask students to process information and use data in order to solve a problem and then communicate their solution to others.

Furthermore, while the NCHSEE is a standardized multiple-choice test, teachers should use a variety of classroom activities and assessments. Teachers do not need formal tests to determine student knowledge and skills; many daily classroom activities assess student progress. While teachers may find multiple-choice tests useful at times, constructed response and performance assessments will also strengthen students' use of the skills necessary for success on the NCHSEE and beyond.

This document is divided into three sections, based on the types of items that students will encounter on the NCHSEE: scenarios, listening, and embedded error. Some strategies may help students on more than one type of item. These instructional strategies are based in sound education practices and applicable to all areas of the *NC Standard Course of Study* as well as the NCHSEE. Additional general test-taking strategies and example of items from each domain are available in different sources such as the *NCHSEE Student Handbook* (available online at ncpublicschools.org).



What are strategies?

"Strategies are actions taken by learners to make learning easier, more self-directed, and transferable to new situations." – Rebecca Oxford, *Language Learning Strategies*

Research tells us that good readers and writers benefit from a broad range of strategies which can be called upon to address specific tasks. For this reason, teachers will need to look at their roles as facilitators who help students become more independent learners and problem solvers. To do so, teachers will need to encourage students to develop their own strategies. In addition, they will want to teach explicitly a variety of strategies, including involving students in metacognitive activities, teacher modeling, discussion strategies, and class sharing approaches. Exposing students to a variety of options will help them build a repertoire of strategies which can be adapted and/or developed for their own needs.

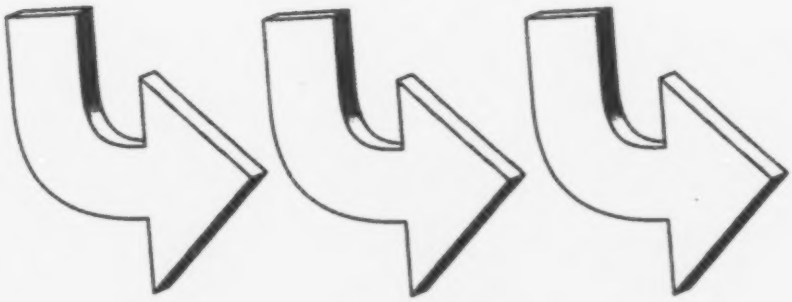
Variety is especially important since different learners use different strategies and the choice of strategies depends in part on age and motivation of students. For this reason teachers should not expect all students to use the same strategies at all times. Furthermore, strategies are more effective when students know why they are important, how to use them, and how to transfer them to new situations.

According to the Center on English Learning and Achievement (CELA), "In schools that beat the odds [on standardized assessments], test preparation has been integrated into the class time, as part of the ongoing English language arts learning goals. In contrast, in the more typically performing schools, test prep is allocated to its own space in class time, often before testing begins, apart from the rest of the year's work and goals."

Other features of effective instruction in English language arts include:

- Students learning skills and knowledge in multiple lesson types
- Teachers making connections across instruction, curriculum, and life
- Students learning strategies for doing the work
- Teachers expecting students to be generative thinkers
- Classrooms fostering cognitive collaboration

A full report is available at http://cela.albany.edu/research/project2.11.htm.



I. Scenario Items

These items address the competencies of the Processing Information, Problem Solving, Using Numbers and Data, and Communication (not including Competencies C-1 & C-4) domains. Each domain test will include several scenarios.

Most scenarios are anchored in real-life situations and incorporate authentic texts, such as maps, charts, instruction manuals, labels, articles, advertisements, reports, statistical data, speeches, historical and legal documents, and traditional literature. For each scenario, students will be presented with text passages related to a theme or situation and/or a dilemma to solve and will be asked to answer questions related to the prompt materials.

In English language arts classes, fundamental aspects of our curriculum provide essential support for student success on these types of items. Many of the strategies suggested below relate to reading comprehension, such as finding main ideas and supporting detail or identifying key words. Others complement our 1999 *English Language Arts Standard Course of Study* (*ELA SCS*) well by focusing on the variety of text structures that students should experience. As described in the *ELA SCS*, literature study includes both print and non-print texts of all genres and types (71-73). Making connections between literature and personal experiences, between different pieces of literature, and between literature and historical and cultural experiences enriches students' appreciation and understanding of the literature itself and prepares them for the integrated nature of the scenarios. Additionally, projects and class activities (such as research, debates, presentations, etc.) that help students develop critical thinking and problem-solving skills will continue to support students' learning as well as prepare them for the exit exam.

The (l) refers to strategies which are also applicable to the listening scenarios (Communication Competency C-4).

Strategies

Incorporating authentic tasks
Teachers can incorporate real life situations into class discussions and assignments. For example, students may be presented with a task such as purchasing a car or renting an apartment. Students may have to compare products, read legal or informational documents (such as leases or insurance policies), compare options, and use criteria (such as purchase price) to make the best decisions.

Becoming familiar with text structures
In class assignments and discussions, teachers can use different types of texts, such as informational articles, editorials, letters, memos, cartoons, legal documents, and charts and graphs. Help students become familiar with expectations and typical characteristics for different text structures. For example, a teacher may ask students what they would expect before they read an encyclopedia article, what kinds of information would be given, what titles and graphics emphasize, etc. Students would then verify their predictions after reading the article. Teachers may also have students read a related text of a different type and compare the elements of each. After studying different texts, teachers may ask students to discuss their revised expectations and insights into the different types.

Including multiple sources of information
Teachers can incorporate a variety of texts related to specific topics of the course. Students can complete graphic organizers, discuss similarities and differences in information and structures of passages, examine authors' points of view and biases, and draw conclusions about the topic based on the synthesis of information.

Selecting main idea and supporting details
Teachers can ask students to identify the main idea of a passage that they have heard or read and discuss reasons for their selections. Students should be expected to support their main ideas by providing details from the passage. Class discussion can evaluate which ideas are most important and which others provide support. (I)

Identifying key words
Teachers can ask students to identify the key words that reveal meaning, emphasis or transition between ideas. Some of those words might include the following: (I)

- Main ideas and supporting details – for instance, to illustrate, for example, including
- Cause and effect relationships – because of, in response to, as a result of
- Comparison – similarly, like, also
- Contrast – on the other hand, however, but
- Chronology or sequence – before, previously, concurrently, following, after

Conducting comprehension checks
Teachers can ask students a series of questions that relate to a passage. At first, teachers may ask questions beforehand to help students focus their reading or listening for specific information. As students' skills grow, they may be expected to read or hear the passage before the questions. Students may even be asked to predict the types of questions that follow a passage and discuss possible answers. (I)

Retelling
Teachers can have students paraphrase what they have read or heard after listening to a text. For example, teachers may have different groups of students discuss their interpretation of a passage and then compare group reports. (I)

Including think-alouds
Teachers can model resolving a problem by talking through the thought processes they might take. The class can identify stages and evaluate possibilities as they emerge. Students could then follow the stages of the process themselves with different dilemmas.

For example, Robert Marzano (*Dimensions of Learning*) suggests asking the following questions as part of a problem-solving process:

- What am I trying to accomplish?
- What can't I do or what might get in the way?
- What are some ways I can overcome what I cannot do or what might get in the way?
- What solution will I try?
- How well did it work? Do I have to try again?

Marking text
Teachers may help students develop strategies for marking the key points of a text. For example, students may want to underline main ideas, circle transition words, and write brief notes in the margins about the importance of the supporting information. Even if students are not allowed to write on the test itself, practicing these strategies will help them become more focused in their reading.

Accessing unfamiliar vocabulary
Teachers can help students develop strategies for dealing with unfamiliar vocabulary within a passage. Since many weak readers stop reading altogether when they encounter an unfamiliar word, teachers should have students practice skipping the word and reading ahead to see if it is essential for meaning. Looking the words up in a dictionary will be helpful in classroom and independent practice, even if students will not be allowed to use dictionaries on the NCHSEE. Other strategies include the following:

- looking for context clues
- rereading and connecting the word to the sense of the sentence
- recognizing parts of the word
- substitute a word that makes sense
- looking at word order
- sounding out the word mentally

Interpreting charts and graphs
Teachers can use many of the same instructional approaches with charts and graphs as they do with text passages. Teachers should incorporate interpretation and purposes of different charts and graphs within their discipline. For example, students can be asked to try different chart formats to convey information about a topic related to the unit of study. Then they can evaluate the effectiveness of the different charts.

Role-playing
Teachers may have students research and present differing points of view on a controversial subject related to their class study. Students can take different roles and develop positions based on the point of view of that role. For example, students could research a proposed shopping mall and take positions of environmentalists, current shopkeepers, potential consumers, teenagers, pro-growth economists, etc. After researching their positions, students could participate in a town meeting or debate, with the class voting on a decision based on the information presented.

Identifying bias or vested interest
Teachers can help students understand the concept of bias by comparing two or more texts that offer factual and opinionated views of a topic. Students can first separate facts from opinions and then discuss the effect of those opinions on the texts. Students can distinguish between opinions based on facts and biases presented with limited factual support. Teachers can further encourage students to consider the reasons for biases and the possible vested interest of the author in presenting or withholding information.

Drawing inferences
Teachers can encourage students to infer information from passages by discussing students' knowledge of the context and clues that help them draw conclusions beyond what is stated in the text. To illustrate this point, teachers might begin with a very simple text such as a story about a girl wearing boots and a slicker, carrying an umbrella, and worrying about the picnic being cancelled. Students would have to infer the reason for her concern from the clues in the text. After this simple exercise, teachers could discuss clues and contexts that help students make inferences in more complex texts. (I)

Providing processes to help with thinking skills.
Marzano (*Dimensions of Learning*) suggests acquainting students with processes to be applied with thinking skills. He recommends a process whereby students asks themselves the following questions as a strategy to help them synthesize.

- What is important or basic here?
- How can I say the same thing in a more general way?

Beyer (*Developing a Thinking Skills Program*) suggests the following process for helping students become better decision makers.

- Define the goals
- Identify the alternatives
- Analyze the alternatives
- Rank the alternatives
- Judge the highest-ranked alternatives
- Choose the "best" alternatives

Asking specific questions

The Department of Public Instruction has adopted Robert Marzano's *Dimensions of Thinking* as the framework for the *NC Standard Course of Study* in all subjects and in developing End-of-Grade, End-of-Course, and Exit Exam items. Teachers can use thinking strategies and questioning prompts to help students develop thinking skills. The following list of thinking skills and question stems offers some suggestions to help vary questioning approaches (adapted from Marzano, *Dimensions of Thinking* and Lewin and Shoemaker, *Great Performances*). While some categories may seem to overlap, what is most important is to engage students in thinking actively and critically.

Knowing: Identifying and recalling information

(list, name, label, recall, identify, match, choose)

- Who did ___?
- When was ___?
- What is ___?
- Identify the ___ in the ___.
- Describe ___.

Organizing: Arranging information to be used effectively

(categorize, group, classify, compare, contrast)

- Categorize ___ according to ___.
- Classify ___ according to ___.
- How is ___ like or different from ___?
- What is most (or least) important about ___?
- In your own words, tell ___.

Applying: Using information for practical purposes

(apply, make, show, record, construct, demonstrate, illustrate)

- Give some instance which ___.
- How is ___ related to ___?
- How is ___ an example of ___?
- How would you use this information?

Analyzing: Clarifying information by examining parts and relationships

(outline, diagram, differentiate, analyze)

- What are the attributes of ___?
- What evidence can you list for __?
- What are the components, parts or features of ___?
- What patterns or relationships do you see in ___?
- Outline, web or diagram ___.
- What are the main ideas?
- What can be concluded about ___?

Generating: Producing new information, meaning or ideas

(conclude, predict, explain, elaborate, infer)

- How many ways can you think of to ___?
- What would happen if ___?
- Predict what would be true if ___.
- How can you explain ___?
- Elaborate about ___.
- What would you predict/infer from ___?
- What solutions would you suggest for ___?
- If you were ___, how would you have ___?

Integrating: Connecting and combining information

(combine, summarize, design, imagine, generalize)

- Devise a plan to ___.
- Summarize ___.
- How many ways can you think of to ___?
- Conclude what the result would be if ___?
- What generalizations can you make?
- If you could use 3-4 sentences to pull this all together, what would you say?

Evaluating: Assessing the reasonableness and quality of ideas

(judge, evaluate, rate, verify, assess, define criteria)

- What do you think about ___? Why?
- Which ___ is most significant and why?
- What are your sources? How do you know they are credible?
- Did you detect any biases?
- Judge what would be the best way to ___.
- What criteria did you use to come to this conclusion?
- What is your point of view about this?
- Are there other points of view about this subject?
- How effective was ___?

II. Listening Items

These items specifically address Communication Competency C-4, which assesses the learner's skill in listening carefully and thoughtfully to understand, evaluate, and synthesize information. A short passage (of 1 page or less) will be read aloud by the test administrator. Students will not see the text itself, but they will be encouraged to take notes on blank paper. After the passage has been read twice, students will be directed to open their test booklets to the related questions and respond to them using their notes. (Approximately 12% of the Communication Domain will be based on C-4.)

The Oral Language Strand of the *ELA SCS* correlates strongly to the listening competency of the NCHSEE. Students should "use different listening skills in diverse situations and for different purposes; they should demonstrate a willingness as well as an ability to listen thoughtfully, carefully, and respectfully" (*ELA SCS*, 76). As students listen to authentic and diverse types of text (film, speeches, lectures, commercials, etc.), they should be expected to take notes and respond to the meaning and structure of the passages. To help refine their own speaking skills, students can study models of effective speakers. Practicing comprehension and analysis skills with oral passages will clearly assist students in the listening tasks for the NCHSEE.

Strategies

Becoming familiar with text structures

In class assignments and discussions, teachers can use different text structures common to listening tasks, such as announcements, advertisements, directions, news reports, introductions, informational speeches, and lectures. Help students become familiar with expectations and typical characteristics for different types of texts.

For example, a teacher may preface an advertisement by asking students what they would expect to hear, what information would be given, what kind of language might be used, etc. After listening to different texts, teachers may ask students to discuss their revised expectations and insights into the different types.

Note-taking

Teachers can encourage good note-taking strategies as part of classroom instruction. Many students may confuse taking notes on key ideas with dictation and try to write down too much information. Teachers can model note-taking, by first giving students notes on overhead transparencies or handouts that show the main idea and supporting details of an oral text of any variety. Later, teachers can provide the main idea and key points, with the students filling in the supporting details. At another time, students can take notes and then compare them with teacher notes. Class discussion can encourage students to share the strategies they used to determine the importance of the information.

Using graphic organizers

Teachers can help students learn to organize information from a text by using graphic organizers. Having students practice with a variety of graphic organizers will help them understand the different functions they can serve. Students should be encouraged to select or design organizers that fit the purpose and context of the passage as well as their own learning styles. For example, after practicing with several different organizers, students listen to a passage and take notes in a format of their choice. Then, students can compare notes and discuss reasons for selecting different formats, as well as evaluate the effectiveness of different organizers for that text.

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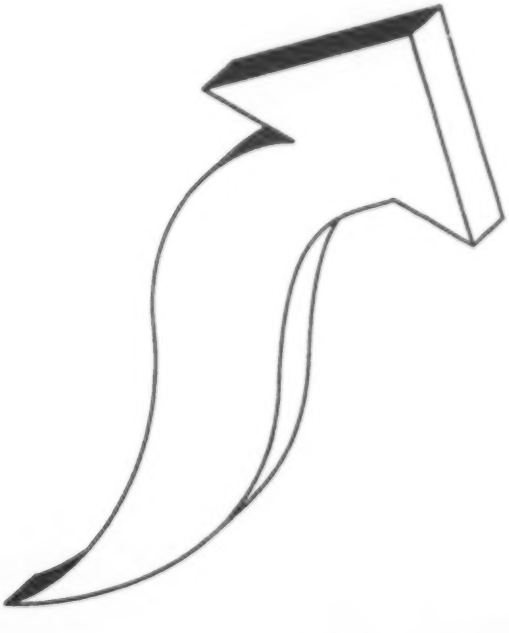
III. Embedded Error Items

These items specifically address Communication Competency C-1, which assesses the learner's skill in applying rules of standard English to written text. Students will be given a short document which contains errors in such areas as sentence formation, punctuation, spelling, and verb usage. Students will be expected to identify appropriate corrections for sentences with errors. Although this objective focuses on the use of language, teachers in all disciplines are responsible for ensuring that students use appropriate language based on the specific tasks they complete. (Approximately 12% of the Communication Domain will be based on C-1.)

In the *ELA SCS*, Goal 6: Grammar and Language Usage clearly supports the development of skills that students need to succeed with these items. Students will need an understanding of grammatical conventions in order to identify errors and select appropriate improvements for each sentence. The NCHSEE asks students to apply rules and includes only two grammatical terms – sentence fragments and run-on sentences. Thus, teachers should approach grammar instruction "as part of a practical, functional grammar," considering context of student writing and using a minimum number of terms and a maximum number of examples (*ELA SCS*, 75). Development of appreciation for sentence sense and style will also help students with items related to sentence combining and revision.



Strategies

Setting clear expectations

Teachers should set clear expectations for language usage in the different contexts of assignments in the class. For example, a teacher may choose not to assess grammar and language usage in a journal assignment, where the primary goal is the expression and development of ideas. However, on more structured assignments, such as an essay or a research paper, teachers may expect students to practice standard English. Formal papers and projects, especially those that will be shared with others and those that are completed over time with access to resources, should follow rules of standard English.

Self-assessing

Teachers may encourage students to use a series of tips and questions to become aware of their own language usage. Brainstorm with students their own self-monitoring strategies and make a classroom list of tools, which might include reading the sentence aloud (or silently to themselves), looking for commonly misspelled words, asking how a possible change could effect the sentence in meaning or in formation, etc.

Peer assessing and proofreading

Teachers may support students' peer review by identifying specific areas for focus in a paper, giving students a mini review lesson and examples of types of errors to look for. The focus may with change or grow with different assignments throughout the year. For example, in the first paper of the year, students may focus on subject-verb agreement, while later they may specifically target confused pairs or misplaced modifiers.

Including resources such as dictionaries, glossaries and grammar handbooks

Students' practice with these resources in classroom assignments will reinforce their understanding of language usage.

Teaching mini-lessons

Teachers can develop mini-lessons to review grammatical concepts based on errors observed in student work.

The following activities are meant to demonstrate the interrelationship of the Standard Course of Study and the NC High School Exit Exam, rather than comprehensive lesson plans.

As preparation for a research project, students critique and compare websites about the same subject (such as Shakespeare's life). After identifying three websites that offer varying amounts of information, teachers have students evaluate each one for usefulness, appeal and accuracy. Then each student writes a paragraph about the most helpful web site. After each student has compared the sites, the class discusses their understanding of valid resources and the need to use information from the Internet wisely.

ELA Standard Course of Study Goals						NC High School Exit Exam			
EXP	INFO	ARG	CRIT	LIT	G/L	COM	P/I	P/S	N/D

After reading a literary work, students assume personas and write editorials about the impact of the characters' actions on the society of the work.

ELA Standard Course of Study Goals						NC High School Exit Exam			
EXP	INFO	ARG	CRIT	LIT	G/L	COM	P/I	P/S	N/D

In looking at criteria to make informed decisions, students use the Internet and/or print resources to explore options for relevant purchases (such as buying a car). Students should identify 3 to 5 possibilities and research their features. Then, students create a chart comparing aspects of the items (such as price, gas mileage, options/ features, insurance costs, depreciation estimates, interest rates). Finally, students would write about which choice would be best for them, justifying the decision based on personal needs, preferences and financial resources.

ELA Standard Course of Study Goals						NC High School Exit Exam			
EXP	INFO	ARG	CRIT	LIT	G/L	COM	P/I	P/S	N/D

Students may listen to speeches and/or read historical documents that express different sides of a controversial debate. After researching the different perspectives, students discuss facts and opinion, then identify the rhetorical devices that writers used to make their points more effective. Then, students can compare their evaluations of the speeches with contemporary responses to the speeches and documents.

ELA Standard Course of Study Goals						NC High School Exit Exam			
EXP	INFO	ARG	CRIT	LIT	G/L	COM	P/I	P/S	N/D

Students can design public service campaigns related to teen issues of their choice. Students research issues, examining reasons, examples and statistics used to support positions related to their concerns. Then, students study radio, television, and magazine advertisements and discuss what language and other elements make them effective. Finally, students create their campaigns, including advertisements and editorials targeting teens, and present to classmates for peer evaluations of effectiveness.

ELA Standard Course of Study Goals						NC High School Exit Exam			
EXP	INFO	ARG	CRIT	LIT	G/L	COM	P/I	P/S	N/D

Exit Exam Competencies

Communication

The Communication Test assesses a student's ability to evaluate critically and analyze printed material, as well as to understand and apply accurately the rules of Standard English.

C-1 Learner will apply rules of Standard English to written text.

C-2 Learner will use main ideas and supporting details to organize and communicate information.

C-3 Learner will evaluate ideas and information to make informed decisions.

C-4 Learner will listen carefully and thoughtfully to understand, evaluate, and synthesize information.

C-5 Learner will evaluate information by recognizing the author's purpose to draw conclusions or make informed decisions.

C-6 Learner will evaluate information to detect bias or vested interest.

C-7 Learner will follow instructions to draw conclusions or make informed decisions.

C-8 Learner will detect fact, propaganda, and opinion to make informed decisions.

Processing Information

The Processing Information Test requires students to process multiple types of data and to interpret, analyze, synthesize, and make appropriate inferences, predictions, or plans.

PI-9 Learner will analyze information by comparing, contrasting, and summarizing to make informed decisions.

PI-10 Learner will use patterns, relationships (e.g., cause and effect relationship), and trends to draw inferences and make predictions concerning environmental and social outcomes.

PI-11 Learner will synthesize information from several sources to apply that information to a new situation.

PI-12 Learner will organize tasks to accomplish an objective (e.g., scientific investigation).

PI-13 Learner will evaluate information, explanations, or ideas by identifying and applying criteria to draw conclusions or make predictions.

PI-14 Learner will interpret multiple sets of data to determine the best course of action.

Problem Solving

The Problem Solving Test requires students to analyze and evaluate problems in a variety of scenarios and to identify potential solutions or choices.

PS-15 Learner will plan logical steps and organize resources to accomplish a task within a given time frame (e.g., investigation).

PS-16 Learner will evaluate situations to determine conflict and resolution.

PS-17 Learner will assess consequences of personal actions to determine legal, economic, political, environmental, and social impact.

PS-18 Learner will analyze the roles of the executive, judicial, and legislative branches of the United States government to make informed choices as a productive, contributing citizen.

PS-19 Learner will interpret information about the United States economic system to make informed choices related to a person' standard of living.

PS-20 Learner will apply elementary principles underlying mechanical, electrical, thermal, or chemical systems to make inferences.

PS-21 Learner will determine the best economic value of several alternatives to make informed choices.

Using Numbers and Data

The Using Numbers and Data Test assesses a student's ability to apply mathematical and data analysis skills and concepts to solve problems in a variety of contexts.

ND-22 Learner will apply real number operations and relationships (e.g., absolute value, radical expression, exponents) to solve problems related to home, work, and environment.

ND-23 Learner will apply formulas and expressions (e.g., area, perimeter, circumference, surface area, volume, Pythagorean Theorem, similar polygons, angle relationships) to solve problems related to home and work.

ND-24 Learner will make predictions by using algebraic concepts (e.g., tables, charts, algebraic equations, and coordinate graphs) to solve problems related to work, scientific investigations, and consumer issues.

ND-25 Learner will make predictions by using data analysis and probability (e.g., measures of central tendency, regression equations, theoretical probability) to solve problems related to home, scientific investigations, and work.

ND-26 Learner will use relationships among fractions, decimals, and percents to demonstrate understanding of mathematical and scientific concepts.

RESOURCES

Thinking Skills and Strategies

Dimensions of Learning Teacher's Manual
Robert J. Marzano and Debra J. Pickering • ISBN 0-87120-321-9
Association for Supervision and Curriculum Development 1-800-933-ASCD • www.ascd.org

Dimensions of Thinking: A Framework for Curriculum and Instruction
Robert J. Marzano, et al. • ISBN 0-87120-148-8
Association for Supervision and Curriculum Development 1-800-933-ASCD • www.ascd.org

A Different Kind of Classroom: Teaching with Dimensions of Learning
Robert J. Marzano • ISBN 0-87120-192-5
Association for Supervision and Curriculum Development 1-800-933-ASCD • www.ascd.org

Developing a Thinking Skills Program
Barry Beyer • ISBN 0-205-11133-5
Allyn & Bacon • www.ablongman.com

Classroom Approaches, Assessment and Strategies

Guidelines for Teaching Middle and High School Students to Read and Write Well
Judith A. Langer
National Research Center on English Learning and Achievement • http://cela.albany.edu/research/project2.11.htm

Great Performances: Creating Classroom-Based Assessment Tasks
Larry Lewin and Betty Jean Shoemaker • ISBN 0-87120-339-1
Association for Supervision and Curriculum Development 1-800-933-ASCD • www.ascd.org

Making Learning Happen: Strategies for an Interactive Classroom
Jeffrey N. Golub • ISBN: 0-86709-493-1
Boyton/Cook Publishers (Heinemann) • www. boytoncook.com

Improving Reading Comprehension

Reading for Understanding: A Guide to Improving Reading in Middle and High School Classrooms
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